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ABSTRACT

A working symposium, consisting of 100 persons from many different professions and perspectives, brainstormed for three days about ways in which to make teaching more of a profession. This report presents the symposium participants' vision and action plan for the K-12 teaching profession in California. Reasons why change is needed in the teaching profession included the need for attracting and retaining people in the profession and the need for high performance and complex outcomes of California public schools. Six ways for making teaching a more attractive profession are suggested: (1) teacher autonomy and accountability; (2) lifelong learning for teachers; (3) a teacher career ladder and career lattice; (4) adequate and performance based compensation; (5) conducive work environment; and (6) removal of poor teachers. (CB)

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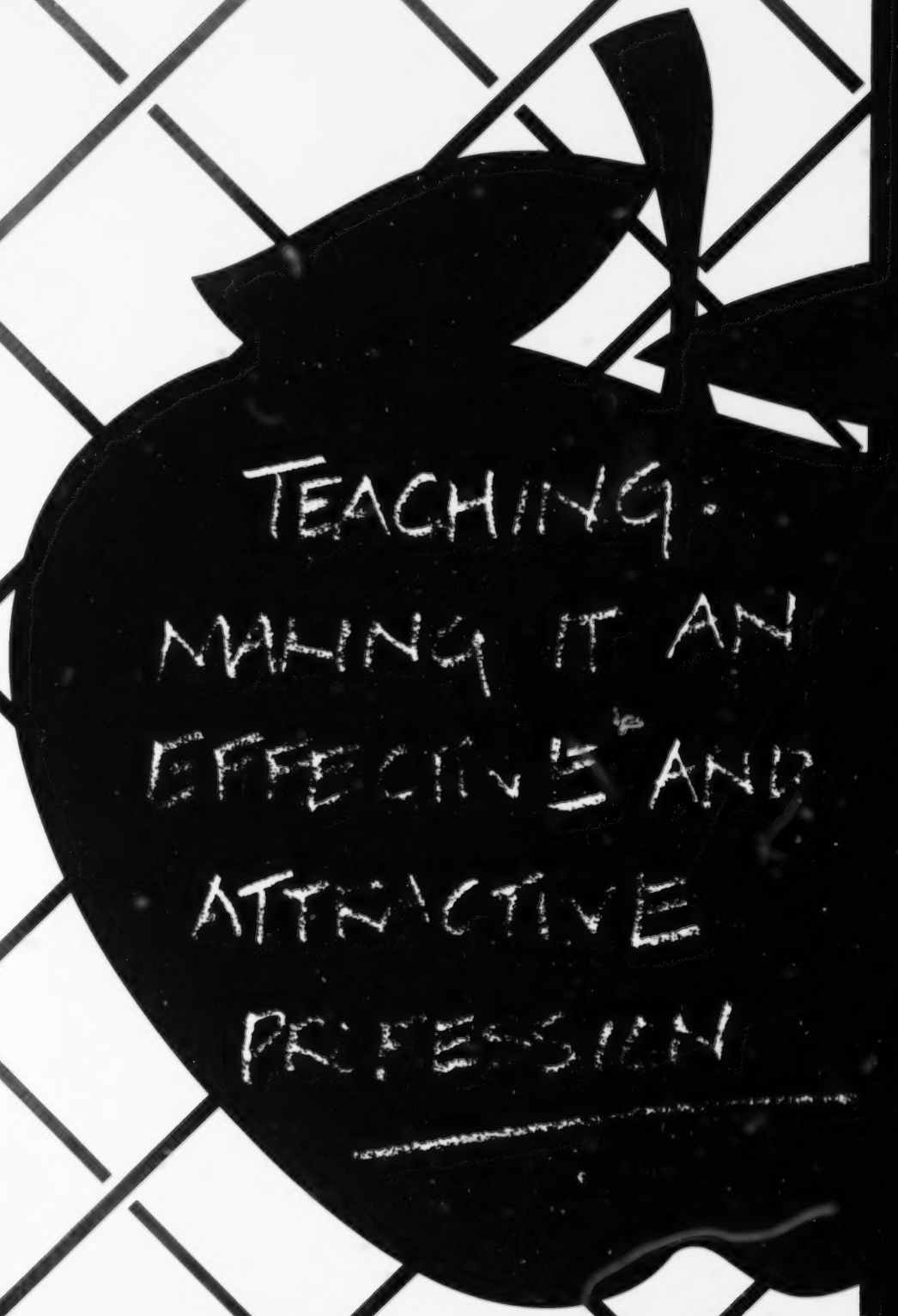

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PREFACE: HOW WERE THESE IDEAS GENERATED?

The project that produced these ideas was sponsored by the California Round Table on Educational Opportunity. The Education Round Table consists of the President of the University of California (David P. Gardner), the Chairman of the Association of Independent California Colleges and Universities (Jack L. Stark), the Chancellors of the California State University (W. Ann Reynolds) and the California Community Colleges (Gerald C. Hayward), the State Superintendent of Instruction (Bill Honig), and the Director of the California Postsecondary Education Commission (Patrick M. Callan). Their Round Table was formed four years ago to discuss issues that interlink K-12 and higher education in California, with particular concern for issues of access and opportunity.

Two years ago a study group of people from their staffs put together a report for them on the state of the teaching profession, called ***Improving the Attractiveness of the K-12 Teaching Profession in California***. It gathered in one place all the information the study group could then find about the teaching profession and its problems and argued that significant change was necessary if teaching were to become an attractive profession.

To follow up on the findings in that report, the Round Table sponsored a working symposium last July which brought together 100 bright people from throughout California who cared about the teaching profession or had thought seriously about the meaning of professionalism in another field. They were a very diverse, carefully selected group, chosen not because of positions they hold but because of their potential to contribute ideas. The Round Table insisted that at least half the participants be teachers or administrators in the K-12 schools, but mixed with them professionals in law, engineering, and business, higher education faculty, and a few independent researchers and organization theorists. And the Round Table asked them to brainstorm for three days about how to make teaching more of a profession.

When they came to the task, they shared a limited agreement that change was necessary. The papers they wrote as they prepared for the symposium, which were supposed to express their vision of what the teaching profession should be, tended instead to be catalogs of the problems they recognized needed solution. To many, the problems seemed so staggering that they found it difficult to look beyond them to create a design for a better future. But the three days they spent at Asilomar, the conversations they had with each other, and their intensive focus on finding a new vision for the teaching profession produced an amazing result: complete agreement that increased professionalism is essential for teachers, and that the central elements of that professionalism include more rigorous learning experiences for teachers, more control for them over their profession and their jobs, and a much wider array of opportunities within the profession. The symposium participants became so excited about changing the profession that two-thirds of them have continued to work this fall, on a purely voluntary basis, to describe more fully what they believe increased professionalism would mean for teachers and what value it would have for our schools.

The report that follows presents the symposium participants' vision and action plan for the K-12 teaching profession.

WHY SHOULD WE CHANGE THE TEACHING PROFESSION?

BECAUSE WE WANT HIGH PERFORMANCE AND COMPLEX OUTCOMES FROM OUR SCHOOLS

We Californians want a lot from our schools. If all we wanted was "reading, 'riting, and 'rithmatic," and if we had a homogeneous population, the task of teaching our children would be simple. People trained to follow prescribed curricula imposed from a central source could meet these limited aims. Perhaps even a home computer could do it. We would not need highly skilled professional teachers.

But we expect our schools to do more. We expect students to be taught to think, to analyze problems, to express themselves clearly and sometimes creatively, to learn about our complex world, and to be able to participate in its processes and institutions as informed citizens. We expect high school graduates to be prepared to compete in an increasingly complicated economy. And we expect our schools to prepare decent human beings. We expect all of this despite the variety of backgrounds, races, languages, and creeds in our society, and we expect it for every child.

There are now some schools that achieve these goals. But our society wants that accomplishment to be widespread. That is not an easy task. There are no simple formulas that will produce results as complex as these. Each child, each class, and each school has a different configuration of needs and abilities which must be assessed and organized appropriately in order to produce the high performance we expect. For this kind of a job we need teachers who are enabled and allowed to make their own judgments about what will achieve our goals. We need teachers with the ability, responsibility, and authority to make decisions, evaluate results, and make improvements—in other words, professionals.

"Enabling" teachers means changing the current systems of training, credentialing, and evaluation which do not at present foster professionalism. "Allowing" teachers to make judgments means changing the relationship between teachers and administrators in schools, and it means reconsidering laws and regulations that prescribe what teachers must do.

If we want our schools to meet our expectations, we must hold teachers accountable for doing so, but we must also give them the authority and the means to accomplish the task. We must allow teaching to be an ***effective*** profession.

There are a great many changes suggested in the following pages. ***Please note*** that in developing them we have deliberately tried to be visionary and have therefore not assumed that any present organizational or legal structures will necessarily continue. Reality will of course intrude. But by presenting a vision of what *should* be, we hope to enable others to question and change any existing law or structure that does not support a positive vision of the teaching profession.

BECAUSE WE NEED NOW TO ATTRACT BRIGHT PEOPLE TO TEACHING AND TO RETAIN THE GOOD ONES WE HAVE

It is especially important to make these changes now. The present national concern about education gives us an unusual opportunity to do so, and the coming teacher shortage makes it imperative.

In the next ten years, California's schools will have the opportunity to hire about 150,000 teachers because of enrollment growth, retirements, and resignations. Although people are going through training programs in California and are migrating to the State in sufficient numbers to meet this demand, a shortage is likely—not because we lack credentialed people in California, but because teaching today is a less attractive career than the alternatives open to bright people.

Opportunities have opened in other professions for women and minorities, drawing away from teaching many of the brightest potential teachers. Four to thirteen times as many degrees as in 1970 are now being awarded to women in medicine, dentistry, law, and engineering, while the number receiving degrees in education has declined. Where in 1970 19% of freshmen nationally said they intended to choose teaching as a career, only 5% in 1982 said so. Projections of supply are probably inflated because many people acquire teaching credentials as a kind of insurance and never teach. And, according to national studies, of those who do teach, the brightest leave teaching after only a few years. Our schools are already feeling the competition in mathematics and science, and, if nothing is done, we will soon face the problem of shortages across the board.

We cannot be complacent about this important shift in career choices. If we do not act to ensure that quality people enter the teaching profession, we will have missed an important opportunity. The ranks will be filled with less qualified people who will be with us for 30 years, and we will have no one but ourselves to blame for our schools' deterioration. We must act now to make teaching an ***attractive***, as well as an ***effective***, profession.

We should not meet the coming shortages with waivers, emergency permits, and watered-down training, which will put people of questionable ability in front of our classrooms. We must instead take the steps necessary to attract bright people to teaching. We must change the current one-dimensional career pattern and give teachers opportunities, intellectual challenges, control over their work, decent places in which to work, and respect for what they do.

With these imperatives in mind, we offer the recommendations that follow.

THE VISION: WHAT WILL MAKE TEACHING AN ATTRACTIVE AND EFFECTIVE

There are a great many changes suggested in the following pages. *Please note* that in developing them we have deliberately tried to be visionary and have therefore not assumed that any present organizational or legal structures will necessarily continue. Reality will of course intrude. But by presenting a vision of what *should* be, we hope to enable others to question and change any existing law or structure that does not support a positive vision of the teaching professsion.

1. Teachers must be in control of standards of excellence in their profession and must be held accountable for them.

A policy-making body, called a Professional Standards Board, should be established. The Board's responsibilities should span all aspects of the profession and all phases of teachers' careers. The Board should assume the authority of existing state agencies to govern functions such as teacher certification and staff development, and should also be given new responsibilities, such as setting standards for peer review.

The Board should:

- develop, disseminate, and monitor high standards of professional performance and ethics
- set professional standards for training, licensing, and professional development
- oversee the testing of teachers' knowledge of subject matter, understanding of pedagogy, and performance in the classroom
- determine means of support for new teachers and remediation within the profession for those who need it
- set limits on emergency permits
- watch over the quality of the profession—its individual members, its preparation programs, and its continuing learning structures
- ensure that processes for peer evaluation exist at each level and are functioning
- act as final arbiter in evaluation disputes
- review existing laws and suggest revisions in the interest of the teaching profession
- assess proposed legislation that affects the teaching profession and make recommendations about it
- initiate, oversee, and promote research and pilot projects related to the teaching profession

The Board's members must have demonstrated knowledge of and involvement in education. A majority must be practicing K-12 teachers. The remainder may be school, college, or university educators or lay members.

Board members may be nominated by districts, schools, school boards, professional associations, community groups, institutions of higher education, and others.

Members should be appointed by a group consisting of the Governor, the State Superintendent of Instruction, the President Pro Tem of the Senate, the Speaker of the Assembly, and the most recent chair of the Professional Board.

Terms should be appropriately staggered.

The Board should have a permanent staff and funding adequate to support its tasks. Because its activities will benefit the profession, revenues should be derived from license and examination fees. But because the Board's activities will also serve the public, a portion of the Board's revenues should come from the State's General Fund.

2. One year of teacher training is not enough. Teachers and all school-site educators must be lifelong learners, and their educational experiences must be rigorous.

Teachers, like students, go through developmental stages. Learning opportunities should be matched with career stages for maximum effect. While a beginning teacher needs, above all else, survival skills, more experienced teachers need higher level skills, learning theories within which to apply their knowledge, and an understanding of education's place in our society. In addition to increasing their teaching skills and strategies, teachers also need to renew and refine their knowledge of the subjects they teach. The educational support system for the teaching profession should be designed to move teachers in and out of formal learning at many points in the career and to provide on-site support for practical problem solving.

Schools of Education, institut ıs of higher education, and members of the teac ıg profession should actively recruit excellent indiv uals from all academic disciplines and should inform talented individuals in other professions of the rewards offered by a career in teaching.

The structure that educates professional teachers should be designed to produce professionals.

Undergraduate colleges should consider including within their broad liberal arts progams some courses that introduce students to education as a profession. Undergraduates interested in teaching as a career should be encouraged to include in their program some field experience in K-12 classrooms.

However, all teachers prior to credentialing should complete a rigorous program within a School of Education which is a graduate professional school. Prerequisites for entry must include a thorough grounding in the subject matter the teacher will teach. And to enhance rigor, new courses designed to produce professionals must be created. Courses presently designed for undergraduates must either be substantially upgraded to become part of the graduate program or should be offered only for undergraduate credit.

The tasks of such graduate professional schools should be (1) to take students with sound undergraduate degrees in academic areas and teach them how to translate and transmit academic knowledge to young people, and (2) to work with teachers for the duration of their careers to hone their teaching skills and give them a context for their work.

Schools of Education should include in their programs instruction for teachers that will help them to be effective members of educational teams in schools and to take leadership roles in guiding and developing the school organization.

Schools of Education should also work with academic departments to ensure that teachers are offered appropriate courses that will maintain and enhance their knowledge of subject matter. Improved communication and cooperation between Schools of Education and academic departments is essential.

Colleges and universities should reward the faculty of Schools of Education for working with practitioners, and should seek new funding methods for Schools of Education that will encourage their faculties to pursue continued work with their alumni and other teachers throughout the teachers' careers.

In addition to knowledge and skills, teachers should have certain attitudes—toward students, toward themselves, and toward learning. These include a positive view of other human beings, the belief that every student can learn, self-esteem, intellectual curiosity, openmindedness, and a sense of humor. All those who make decisions about teachers (at entry, hiring, and progress points) should ensure that these attitudes exist in themselves and in every other teacher.

Within this general structure, Schools of Education should have complete flexibility to determine how to meet the standards of the Professional Board. Diversity in approaches is valuable in a profession that requires the development of judgment. However, every program must demonstrate that its graduates possess the common body of knowledge the Professional Board believes is necessary for a good beginning teacher.

That demonstration should be through a professional examination that includes tests of knowledge and performance, and that is overseen by the Professional Board. Such tests should be evaluative for the students and diagnostic for the institutions, and if the pass rate of a program's students on these exams is judged by the Professional Board to be unacceptable, the program should be discontinued. Conversely, programs that do an excellent job, by these and other measures, should be publicly recognized for their work.

A good counseling system for teachers should be available at every stage of the teacher's career for advice on improvement and expansion of skills and knowledge and for counseling out of the profession if necessary.

To make this scheme effective, individual colleges and universities, districts, and school-site staff must work collaboratively to meet the teacher's and the school system's needs. A college or university's responsibility does not stop when a teacher receives a credential, nor does district responsibility start then. Collaborative working arrangements and mutual accountability are essential.

3. Teaching must involve a career ladder . . .

Teaching must be structured and perceived as a progression from initial limited tasks to substantial responsibility for the classroom, the school, and the profession.

The title "teacher" must be reserved for those who are accomplished professionals.

If it is necessary for uncredentialed people to staff classrooms on an emergency basis, they should not be called "teachers," but rather "proctors." They must be carefully supervised and their permits should have a finite life and be non-renewable. Emergency permits should not be called "credentials."

The ladder progression should include at least four levels, each with its appropriate Board certification:

- interns (those in initial training programs)
- apprentices (those in their first several years of teaching who need significant supervision)
- career teachers (those who are capable of independent action and are working toward excellent performance and increased responsibility)
- master teachers (those who have achieved superior teaching skills and have accepted the responsibilities of leadership in the school and the profession)

Every school should have teachers at a variety of these levels.

At each stage, every teacher's abilities should be evaluated by peers according to criteria established by the Professional Board. The ability to progress along career stages and salary scales should be based on such evaluations. A process for appeal must be available.

Time spent in each stage may vary according to each individual's rate of competency development.

It should be expected that every teacher will strive for superior skills, but teachers should not be required to give up classroom teaching in order to move up the career ladder.

. . . and also a career lattice.

Teaching must be perceived as more than a classroom activity. It now involves planning, individual work with students, test development, and diagnosis of student problems, tasks which go beyond the classroom doors. But it should also include other school-level responsibilities. To meet the varied needs of students and make our complex schools function effectively, teachers at career and master levels should be encouraged to take on a wide variety of professional roles, for example:

- community liaison
- performance reviewer
- media specialist
- in-service trainer
- peer evaluator
- researcher
- professional classroom teacher
- curriculum developer
- counselor
- master teacher/ mentor/coach
- program developer
- grant writer
- program evaluator
- scheduler
- program coordinator
- budget analyst
- experimenter, and
- other roles in school-site administration

The image we recommend, therefore, is that of a *lattice*, on which progression is not simply up, down, or off, but is possible in many directions.

This new mix of classroom, school-level, and professional roles must be appropriately structured. Teachers should not be expected to assume additional roles and also carry a full classroom teaching load. Schools should be given enough resources and enough flexibility to provide these opportunities regularly. Roles also should be flexible so that the strengths and interests of individuals can be used to help schools accomplish their work effectively.

As teachers' roles change, so too will the roles of school principals. Although roles and their assignment to individuals may differ with school size and level, fundamental change in the relationship of teachers to principals is essential.

Lines between school-site administrators and teachers must be dissolved so that school-site ***educators***, as a group, have responsibility for the functioning and performance of their school. Please note that governance by a team approach is not the same as governance by committee or by consensus; teams must have leaders. This proposal is not intended to diminish the importance of school administration or the special skills required to do it effectively. The intent of these suggested changes is, rather, to blur the lines between principals and teachers, make the work of teachers at the school site more varied and interesting, and increase the collective investment of all school-site educators in the success of their school.

A corollary of this educational-team approach is that every educator at the school site should teach.

4. The compensation of all school-site educators must be commensurate with their experience, responsibilities, demonstrated competence, and performance.

If teaching is to be a professional occupation, and if teachers are to put in the time needed to make a complex school system work, teaching should be a full-year job, paid accordingly. This is not intended to imply year-round classes.

New roles at the school site require new arrangements. An educational-team approach necessarily means that all school-site educators, whether their roles are primarily teaching or primarily administration, should be paid on the same salary scale.

Placement on and advancement along the salary scale should be on the basis of experience, responsibilities, demonstrated competence, and performance, not seniority. Those filling special roles outside the classroom should not necessarily be paid more than successful classroom teachers.

Advancement on the salary scale should be based on periodic assessment by educator-peers trained in observation and evaluation techniques.

Teachers who are not meeting standards must be provided with opportunities for remediation, but if remediation is not successful, steps must be taken to remove the individual from the profession, following guidelines established by the Professional Board.

5. Teachers must have a work environment conducive to professional work.

If the teaching profession is to be perceived as a profession, decisions related to the teachers' clients—students—must be in their hands. School-site educators collectively should have authority over decisions about staffing arrangements, individual class sizes, the school's curriculum, material selection, testing and evaluation of students, student placement, hiring of staff, and peer evaluation.

A collegial decision-making structure and a professional approach to a job both require time, throughout the teacher's year.

- to work with students individually
- to learn, remediate, and renew one's self
- to observe and be observed
- to coach and be coached
- to confer with peers about educational problems and find solutions
- to develop programs and curricula
- to listen to community concerns
- to plan, diagnose, and experiment

Professional work requires a support system. School-site educators should have:

- mentors/coaches
- college and university connections
- personnel to handle non-teaching tasks
- specialists, psychologists, counselors for children with special needs
- secretaries
- custodial assistance
- civic organizations' support
- parental support

And teachers need a physical plant appropriate to their task. This includes:

- personal security
- an individual workspace
- rooms and buildings appropriate to instructional tasks and flexible enough to meet the needs of curricular changes and pilot projects
- enough equipment and supplies
- a clean, attractive environment

6. Teachers must not allow bad teaching to occur and must remove from the profession those teachers whose performance is consistently poor.

If teaching is to be more of a profession, teachers must take responsibility for policing their ranks. The additional powers and opportunities provided to teachers in these recommendations must be matched by their greater acceptance of responsibility for substantive peer review, recommendations for remediation, and removal, where necessary.

Having a Professional Board, composed primarily of teachers, to develop and oversee standards for the profession is an essential step. However, the processes that implement those standards will be in the hands of school-site educators who must accept and honor that responsibility.

As a profession whose work is largely publicly funded, teaching is of special interest to others outside the profession and is particularly vulnerable to attempts by others to control it. If the public is to entrust teachers with professional autonomy, teachers must reassure the public that the people exercising that autonomy are qualified and able to do so. The ways to do this have been suggested elsewhere in these recommendations but are reiterated here for emphasis:

- by making public the standards of professional performance and ethics developed by the Professional Board
- by eliminating teacher training programs whose graduates consistently fail to demonstrate the knowledge and skills necessary for success as a beginning teacher
- by developing processes for peer evaluation at every level and ensuring that they are functioning
- by basing progress along career ladder levels and salary scales on those evaluations
- by Board certifying at least four levels of a career ladder
- by providing those who do not meet standards with opportunities for remediation, but if remediation is not successful, taking steps to remove the individual from the profession.

THE ACTION PLAN: WHERE DO WE BEGIN?

The changes we suggest ask a great deal of everyone responsible for the education system in our State. Because we are asking for increases in trust and money from the public and for fundamental changes in attitude from teachers and other school-site and district personnel, we are not likely to see our recommendations fully adopted and functioning tomorrow. Trust must be won, the value of investing more money must be demonstrated, and new attitudes take time to develop. But California needs an effective and attractive teaching profession, and to achieve that, we must start now.

Responsibility for making changes rests in many places. Legislative action will be necessary to allow change to occur. The support of the business community and parents will be important in ensuring that those legislative actions happen and that individual schools have the freedom and encouragement to try new ideas. But the most crucial actors in this change are the members of the education community in California—teachers, administrators, school boards, college and university faculty—who must actively and collaboratively experiment to find ways of increasing the standards of the profession, reorganizing schools, expanding learning and decision-making opportunities for teachers, and restructuring the teaching career. These changes will not work if they are done *to* teachers; they must be done ***by*** teachers.

We recommend beginning as follows:

1. Local groups of teachers, principals, superintendents, parents, school board members, college and university faculty, and community organizations should set aside time to talk about what is needed and what it is possible for them to do for the teaching profession. As anyone who has tried to implement change knows, it is imperative that those most affected by the change understand it and participate in it. The first step toward understanding is discussing the problems and imagining solutions with others who are concerned. We hope this booklet will help those discussions happen.

2. Legislation should be passed to create a Professional Board and set it to work with adequate staff and funding to support it. It must be composed primarily of practicing classroom teachers. Its first priorities should be clear cut:

   —to develop high standards of professional performance and ethics and to establish and oversee the processes needed to ensure that the members of the teaching profession meet those standards

   —to initiate and oversee State-funded pilot projects that will try out ways to implement this vision of the teaching profession

3. School-site educators and higher education faculty should take the risks necessary to try out pilot projects and develop models that work.

   Because the vision we now have is an outline that needs elaboration and testing, pilot projects are essential.

   Three areas seem particularly appropriate:

   —educational-team approaches to school organization and decision making

   —continual teacher education, and

   —peer evaluation and advancement paths in a new lattice structure

   Each project must question preconceptions. This may mean including in the project, for example, new roles for teachers and other school-site personnel, year-round job designs, new funding formulas, variable class sizes, new notions of what teachers should know and be able to do at various points in their careers, collaboration in learning or research between schools and institutions of higher education, or other ideas.

   To change existing practices and foster professionalism as we have defined it, each project should follow certain guidelines:

   —It should be voluntary.

   —Teachers participating in the project should see themselves as professionals and be treated as such.

   —Teachers should be expected to accept new authority and new responsibilities for their schools and their profession, and

   —Adequate funds should be made available to provide more time for teachers to take on these new responsibilities, either by extending teachers' time on the job with additional pay or by hiring additional staff.

4. The Legislature, the business community, parents, and the general public must be patient and give new models a chance to work.

   Results cannot be expected in one year or one Legislative session. It will be at least three and perhaps five years before we know with confidence that fundamental changes have taken root.

   It will be imperative not to keep pulling up the vegetables to see if they are growing.

5. What works should be funded and more widely tried by other volunteers.

   When results show that certain programs work, funding should be made available to try them at other sites. However, no one model should be imposed from above—by legislation or by the Professional Board.

   It is far better, when changes are fundamental, to recognize that some schools and some teachers will participate more readily than others and offer incentives for participation, not requirements.

   It may also prove to be true that some models work in some circumstances and not others. That discovery should not surprise or dismay us. We should be delighted to support whatever works. If we want diverse approaches to the education of children with different needs, we should be prepared to support diverse forms of school organization and teacher education.

WHAT WILL THIS INVESTMENT BUY?

Making this vision of the teaching profession a reality will cost money. It will require more teachers, year-round salaries, more physically appropriate and well-equipped schools, and a fully staffed Professional Board to oversee quality and act as an advocate for the profession. But it will produce two important results.

Obviously, it will make the profession more attractive. Teachers will be better compensated, and their compensation will reflect their talent and responsibilities. Teachers' careers will be more diverse, their opportunities within the career will be more interesting, and personal growth and learning will be integral parts of their work. They will have decent places to work, a support system, time to think and plan, and an essential role in school-site decision making. Teaching will be able to compete with other professions for talented people, which will improve our schools' effectiveness.

But implementing this vision will also improve teachers' effectiveness directly. It will increase the standards against which teachers are measured. It will allow quality professionals to use their judgment to develop programs more responsive to local needs. It will allow teachers more time to work with individual students and with each other. And it will enable schools to find better systems for meeting special needs. In sum, it will produce a better education for our children. That is an outcome of value not only to children and their parents but to all of our society—an investment worth making.

One caveat is necessary: to attain this vision of the teaching profession, we must accept a package of interrelated reforms that will:

—Establish a Professional Standards Board

—Develop a system of continual, rigorous learning for teachers

—Increase the options available within the teacher's career, by creating both ladder and lattice opportunities

—Base compensation on experience, responsibilities, competence, and performance, not seniority

—Provide work environments conducive to professional work, including team approaches to school-site decision making, and

—Encourage teachers to accept their responsibility for each other's performance

No one piece of this package alone will create the needed change, and the omission of any one element will seriously weaken the chances of accomplishing what must be done.

If we want an education for our children that is appropriate to our complex society, and if we want to have enough teachers to staff our classrooms appropriately in the future, we must make this entire set of changes, and through them make teaching an effective and attractive profession.

PROJECT PARTICIPANTS

The people who participated in this project participated as individuals, not as representatives of any institution or interest group, but they come from many different perspectives. As you will see in the list that follows, at least half are presently working in the K-12 schools, as teachers or administrators; the others are professionals in law, engineering, and business, higher education faculty, and independent researchers. The greatest surprise in the project was the easy convergence of these different perspectives around the ideas expressed here. If these participants are any indication, there is widespread agreement about the thrust of the these recommendations, which we hope will translate into widespread support for the change they reflect.

Some of the participants in this project are ready to meet with groups interested in discussing these recommendations, their implications, and other views on the teaching profession. Because we have found in ourselves a profusion of creative ideas and questions, only some of which can be included here, we want to encourage others interested in education to share their ideas about the teaching profession, too—with each other and with us. Information about such meetings and extra copies of the report are available from:

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